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ABSTRACT

The Standing Committee on Teacher Training, Advisory Council on Educational Planning, asserts in this report that the institutions at present engaged in tertiary education--teachers colleges, technical institutes, and universities--despite some degree of overlap, have distinct areas of concern. The content and range of courses as well as methods of teaching vary according to the objectives of each and the people for whom they are provided. Although in some countries, the lines between these differing institutions have become blurred or have even disappeared, the Committee believes the interests of the New Zealand community will be served best by developing each to its fullest potential. The Committee suggests that there is sufficient reason to justify the continued development of colleges for teaching and teachers for some time, and that to develop teachers colleges into colleges of higher education or liberal arts would tend to hinder them from catering adequately to the needs of teaching. The Committee therefore sees the future role of teachers colleges as being, first, to offer preservice training which, if statisfactorily performed, will give credit for a degree and, second, to undertake increasing responsibility for teacher education beyond the period of preservice training, and for the benefit of people who will not all teach in schools, but will make a significant contribution to the education of New Zealanders. (Author/MB)

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The future role of teachers colleges

proposals prepared by
the standing committee on
teacher training

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ADVISORY COUNCIL ON
EDUCATIONAL PLANNING
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SP010 560

THE FUTURE ROLE OF TEACHERS COLLEGES

INTRODUCTORY REMARKS BY THE CHAIRMAN ADVISORY COUNCIL ON EDUCATIONAL PLANNING

This report is the last of a series produced by ACEP's Standing Committee on Teacher Training under the chairmanship of Dr A.D. Robinson. We believe that the Standing Committee has performed a valuable service by considering in depth various problems connected with the training and continuing education of teachers, and by making proposals for consideration by ACEP, the Government, and the community at large. On behalf of the Council I congratulate the Committee on its achievements.

The question on what role teachers colleges should play in the future, to which this final report is addressed, is inevitably contentious. Opinions differ in particular on the desirability of preserving institutions concerned solely with the training of primary or secondary teachers; on the extent to which it is desirable to bring into one institution or set of institutions the function of training teachers at all levels of the education system; on the desirability of integrating teacher training into the work of universities; and on the merits of gradually turning teachers colleges into wider-ranging tertiary institutions. Before ACEP itself determines its attitude to the specific proposals which the Standing Committee has made, it believes that it is desirable that the report and the recommendations should be examined and discussed by a wide range of interested people and organisations.

The Advisory Council felt that it should publish the report promptly, not only because it was likely to be helpful to the Working Parties of the Educational Development Conference, now reaching the final stages of preparing their reports, but also because it could assist the Conference discussions next year in which the whole of education in New Zealand is to be subjected to scrutiny so that new directions can be established.

It is hoped that the publication of this document will contribute to this scrutiny, and to the future development of the teachers colleges.

ADVISORY COUNCIL ON EDUCATIONAL PLANNING
STANDING COMMITTEE ON TEACHER TRAINING

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THE FUTURE ROLE OF TEACHERS COLLEGES

PREFACE

The Standing Committee on Teacher Training has previously prepared and published a report on "Relationships between Teachers Colleges and Universities" in Aspects of Teacher Education (1972). In the same publication, the role and status of the teachers colleges were discussed when the education and training of teachers, both pre-service and in-service, were being considered. The publication was given wide circulation among educational bodies whose reactions to it were invited. A most gratifying and extensive response brought opinions from a very wide cross-section of educational interests. These opinions indicated there was a very considerable degree of consensus on many of the points raised in these papers.

The Committee has been encouraged therefore to move forward in this report to make recommendations in relation to the future role of teachers colleges, and especially regarding their relationship with universities, which it believes will have substantial support.

The Standing Committee decided to provide the Working Parties of the Educational Development Conference with reports and recommendations on two related topics: The Future Role of Teachers Colleges, and The Continuing Education of Teachers. The Committee was also influenced by the report in Britain of the James Committee on Teacher Education and Training which favoured an all-graduate profession, and the subsequent endorsement of this aim by the British Government's White Paper.

The Standing Committee recommended to the Advisory Council on Educational Planning that the two reports be published. The implications of the proposals are sufficiently far-reaching for them to need to be subjected to close examination and debate, and rigorous feasibility studies are needed before the recommendations could be implemented. Nevertheless, the Standing Committee considers that its proposals will provide a valuable stimulus to informed public discussion on issues of great importance to the future of education in New Zealand.

The Committee has selected only a few aspects for examination in this report. There are other important matters which will require study in the near future. These include the relationships between the primary and secondary teachers colleges which the Committee would like to see discussed in the light of this report.

Acknowledgements

The Standing Committee is pleased to record its appreciation of the assistance given by Mrs C.S. Peacocke, a member of the Advisory Council on Educational Planning and principal of Rotorua Girls High School. Particular thanks are due to Mr I. le C.Harvey who undertook the drafting and much of the revision of this report.

A.D. Robinson
Chairman
ACEP Standing Committee on Teacher Training
September 1973

THE FUTURE ROLE OF TEACHERS COLLEGES

INTRODUCTION

This report deals firstly with the relationship between the teachers colleges and the universities, and the question of how teachers college courses could be credited towards university qualifications. Possible different patterns of association with the universities are then put forward. In the second section the role of the teachers college in continuing education for teachers is discussed. The Standing Committee then endorses the view that teachers colleges have a part to play in training pre-school teachers, and in the fourth section, the assistance the colleges could give in training teachers for special education is discussed. The help teachers colleges could provide in assisting members of the community engaged in the activity of teaching outside the formal institutions of the education system is then dealt with. The general argument is summed up in the next section, and the Committee's major recommendations are brought together in the final paragraphs.

Towards a Graduate Profession

1.01 Whatever new roles and responsibilities may be adopted by teachers colleges in the future, their present task in the pre-service training of teachers must continue to be a major concern. Over the past ten years the courses and methods of the colleges have undergone many changes, principally as a result of the introduction of three-year training and the associated reports of the former National Advisory Council on Teacher Training.

1.02 The purpose of this report is not to re-examine these courses and methods, although there is a need for detailed continuing evaluation of their effectiveness in providing the kind of beginning teachers the profession requires. It is rather to look more broadly at the position of teachers colleges as tertiary institutions.

1.03 One of the foremost problems of pre-service training is the role of the teachers colleges and their relationship with the universities in providing for the preparation of teachers. The historical background of this relationship

explains some of the apparent anomalies. Although numerous papers have discussed the many complex aspects, the anomalies remain largely unresolved and in some centres the situation has not changed fundamentally over the past thirty-five years.

1.04 At the same time, most of the overseas countries whose teacher training programmes can be usefully compared with our own have made or initiated moves which should be taken into account in our own planning. There is a clear international movement towards a graduate teaching profession. Many Canadian teachers already enjoy this graduate status following four or five-year university courses. In Britain, the recently published White Paper[1] indicates the intention of the United Kingdom Government to introduce an ordinary B.Ed. degree. This is to be awarded after a three-year College of Education course, subject to validation by either the universities or the Council for National Academic Awards. Developments in Australia indicate there is a similar concern to increase the number of teachers with graduate status.

1.05 It is the considered view of the Standing Committee that the time is ripe for a similar movement in this country. New Zealand teachers, whose reputation in other countries has always been high, must be able to gain qualifications equivalent to those held by teachers overseas. Therefore we see the resolution of the teachers college/university relationship problem as of major importance in planning for the future of the colleges.

1.06 Many earlier discussions of this topic sought to reach conclusions which could be applied to all colleges and universities on a similar basis. It is now clear that the differing attitudes of the various universities, and the developments which have already taken place in some centres, make this a matter which may not be capable of resolution in one way for all colleges. The Committee believes that it is acceptable and indeed desirable for

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(1) Education: A Framework for Expansion, Department of Education and Science, London, 1972. (Cmnd 5174)

diverse relationships to exist within a framework which provides for the satisfaction of university, college and departmental requirements.

1.07 What is essential, however, is that all teachers college students should have equal opportunities to gain credit towards a degree from their teachers college course. At the moment this is not the case. For example, students at Hamilton and Palmerston North Teachers Colleges can gain substantially greater university recognition for their work than can students at other colleges. Moreover this recognition can be gained not only for academic but also for professional components of their courses. This in itself is a potent reason for this matter to be resolved in the very near future.

1.08 A major change which has occurred only recently and which now makes new solutions possible is the improvement in the pre-entry qualifications of teachers college students. In 1973 virtually all entrants either held University Entrance or could be regarded as provisionally matriculated by virtue of age and were thus eligible to enrol in a university.

1.09 The present system allows Division A students with U.E. to take university subjects in lieu of teachers college selected studies. The larger numbers now in this category are tending to increase the difficulties involved. These difficulties include timetable co-ordination, organisation of school practice, travelling time between institutions and, perhaps most serious of all, split loyalties and the adjustment of students to unco-ordinated demands on their time and effort. Since the rewards of passing a university unit are threefold (it counts towards a degree, towards the present Diploma in Teaching, and towards the Teachers College Diploma) compared with selected study courses, it is not surprising that colleges see these difficulties as working against the student's college course in many instances.

1.10 It has seemed anamalous that an individual student who is capable of successfully passing university units has at

the same time been denied the equivalent recognition by the university of his efforts in those parts of his course taken in a college. This anomaly is also apparent with Division B students whose college work is not credited towards a degree.

1.11 While one path towards teaching should always be the completion of a degree followed by a period of professional training in a college, the Committee believes that it is desirable, especially for Division A students, to be able to spend their three-year college course wholly within the one institution and to gain appropriate recognition of this towards a degree. The advantages of a course whose various components of personal advanced studies, professional studies and teaching experience, are designed as a completely co-ordinated and cohesive whole, are probably better realised when the course is carried out in a single institution which has responsibility for all its elements.

1.12 The argument is often advanced that there is duplication of university courses in teachers colleges. Such duplication is, however, more apparent than real since the objectives and therefore also the content and methods, but not necessarily the standards, of college courses generally differ from those of the universities. This is particularly demonstrated where universities have large numbers of college students taking a particular subject. It is often found desirable to offer these students special options to take into account their particular needs. Moreover, for a teacher the methods by which he is taught can be as important as the material. The colleges are in a position to take account of this to a greater extent than the universities by reason of the qualities they seek in making staff appointments. Universities necessarily emphasise academic excellence and research while colleges, equally necessarily, place a premium upon teaching ability in addition to academic competence.

1.13 But these points apply only to the 'academic' element of a teacher's preparation. Of equal importance are the professional and practical aspects of the course. These

can generally be catered for only by the colleges. It has not always been recognised that these parts of a teacher's education demand a degree of abstraction, in, for example, the analysis of the teaching act, and in the study of child psychology, of philosophies of education, and of curriculum development, which, while inseparable from the practical activities of the classroom, is 'academic' in the proper sense of the word.

1.14 There is also ample precedent for the crediting of practical work towards a degree. Numerous courses traditionally associated with universities contain such a practical component. Laboratory work in the sciences, field work in geology or geography, clinical work in dentistry or medicine, performance in music, are all evidence of such a precedent.

1.15 There is yet one further aspect of teacher preparation to which colleges strive to contribute by a wide variety of means. Most discussions of teaching success regard the personal professional qualities of the teacher as of over-riding significance. Although there can be considerable difficulty in assessing these qualities objectively, nevertheless many college students in effect 'fail' their courses, or more accurately are not permitted to complete them, on the grounds of personal unsuitability for teaching.

1.16 Having regard to the foregoing, the Standing Committee recommends that all students preparing for teaching should have clearly before them the possibility of attaining graduate status, and that successful completion of a three-year teachers college course should be accorded recognition for an undergraduate diploma. This should be able to be upgraded to a full degree by the addition of the work of one full university year including one subject at Stage III level, or by an accumulation of further credits acceptable as its equivalent. Opportunity to gain such credits should be made available through part-time or extra-mural university work, correspondence

courses, or a substantial series of in-service courses taken in the teachers colleges or other approved centres.

1.17 These recommendations, while not going as far as the United Kingdom plan of offering a full degree for a three-year course, offer added incentives to teachers either to continue their studies or to undertake a year of university study prior to entry to a teachers college. Both should significantly add to the competence as well as the status of the teacher.

1.18 Division C and S students would continue to attain a university degree prior to a college course leading to the same diploma and with the same option to upgrade this, in their case to a second degree.

1.19 In all cases successful completion of a probationary year of teaching should lead to 'registration' as a teacher along the lines of the scheme recently suggested for secondary teachers.

1.20 There are at least four possible means by which teachers colleges might achieve the necessary standing to award an undergraduate diploma such as has been recommended:

The integration of a teachers college into a university as a College or School of Education within the university. This pattern has many precedents in the United States of America.

The association of a teachers college and a university in a joint School of Education. Each institution would, however, retain its independence as with Hamilton Teachers College and Waikato University.

The association of a teachers college with a university for the purpose of validation of its courses for credit towards a degree, but with independence such as Lincoln College has in its relationship with the University of Canterbury.

The establishment of a Council for National Academic Awards or its equivalent arrangement (along the lines of the British CNAA) as a validating body for any college or colleges unable to establish one of the foregoing university relationships.

1.21 All these methods could ensure that college diplomas would provide credit towards degrees. The Committee recommends that in the development of any arrangements between teachers colleges and universities, the local situation continue to be an important influence. It is envisaged that the procedure to be followed would be for a teachers college council to approach, in the first instance, the local university with a request to work together towards a form of association along one or other of the lines suggested. The role of the Department of Education in approving courses should not need any drastic amendment since, as the registering body for teachers, it would still have great influence over the nature and components of the diploma courses which it is prepared to recognise for the purposes of registration.

1.22 Reservations are held in some quarters as to the probable standing of a degree awarded for work carried out mainly in the teachers colleges, even with university validation. These reservations stem from several factors including differences in staffing, the relative entry standards of teachers college and university students, and what are felt to be disparities in pass rates between the two institutions.

1.23 Staffing differences are evident in several respects. The 'contact' hours of the university lecturer are generally only about two-thirds of those of his teachers college counterpart. This, in addition to the provision of sabbatical or study leave and the shorter academic year, enables him to spend more time in study and research. The university lecturer is generally expected to hold either a research degree or a higher level of academic qualification.

1.24 The role of the teachers college lecturer, however, differs to a considerable extent from that of the university lecturer. The colleges expect staff to be fully conversant with principles and methods of teaching relating to their

fields and to have proved their ability as teachers over a considerable period of years following their academic preparation. A major feature of their work lies in the attention that must be given to the personal and professional development of students as well as to their academic progress. Although some research and writing do take place in the colleges they are not major preoccupations of staff as they are in the universities.

1.25 Just as it is inappropriate to view the training of a teacher solely from an academic point of view, it is equally inappropriate to compare staff and staffing in these terms. Differences in function demand differences in staff and the criteria for staff appointments are fixed accordingly.

1.26 It is convenient to discuss pass rates and pre-entry qualifications together since they are closely inter-related. While it is true that a greater proportion of university students hold a higher pre-entry qualification than University Entrance it is nevertheless still the accepted pre-requisite for entry to university. About 30 per cent of first-year university students in 1972 held only this qualification. Results from one teachers college show that the students who chose to take university units over the past six years achieved a 79 per cent pass rate. This figure, which is higher than the average pass rate in Arts subjects, is indicative of the capacity of college students holding U.E., with the tutorial support of the college, to reach the standards required by the university.

1.27 The special schools of the university have very high pass rates. Figures (for 1971) show these rates as: Medicine 96.5, Dentistry 95.1, Architecture 83.4, Engineering 77.7. In these courses only a very small proportion failed completely, usually less than 3%, invariably less than 5%.(2) In Agriculture and Agricultural Science courses the pass rate is 70.5% and in Arts 70.1%.

(2) Report of the University Grants Committee for the Year 1971, Wellington, 1972, p.15

1.28 Although no direct comparison of such figures can be made, it should be noted that of Division A students who begin college courses about 73% gain the college diploma.

1.29 The University Grants Committee makes the point that nearly all students in special schools are in their second or some later year of study and have been subjected to various selective processes including an intermediate examination taken after entry to the university. While in these intermediate years they would mostly have been included in the science group, the overall pass rate for which is 63.4%.

1.30 It should be noted, however, that teachers college students are also subject to a pre-entry selection process which in recent years has eliminated some 50% of applicants. This selection does not, of course, consider only academic ability but neither is success in college courses measured by academic achievement alone. The pass rate might well be expected to be higher in such a pre-selected group, as it is in the special schools, compared with such open entry courses as Arts and Science.

1.31 Another factor to be considered is that college students have the opportunity (as do many students in special schools), through special examinations taken in late January, to redeem failures from the previous year. The original failure rate is thus to a considerable extent concealed. Those who fail a college course and leave because of inability to meet college requirements do so without credit.

1.32 The confusion that can arise from a consideration of all these facts and figures illustrates the difficulties involved in any attempt to prove equality or equivalence among courses, whether within one institution or among several. The standing of any course and of the qualification awarded for its successful completion is determined ultimately by the quality of the work of the graduate in his particular field, and by the repute in which he and the institution are consequently held in the community and in the profession.

1.33 Despite this, however, it may well be that the general perception of a course would be more positive if the students' performance in the institution were reflected in a first-year failure rate which is seen to be closer to that of the university Arts and Science courses. The Standing Committee recommends that the feasibility be examined of a larger number of students being admitted to the first year of college courses, with a quota for the second year relating to the estimated supply and demand for teachers. Such an innovation, with its clear implication that there would be competition for the places available in the second and third-year programmes, should be accompanied by a careful evaluation during the first year of the student's potential for the teaching profession. To provide students themselves with more opportunity to assess their own suitability for the teaching profession before taking up a bond, the Committee proposes that the bond should apply only from the second year. In this situation, first year students should receive bursary payments related to those received by their university student counterparts. The Committee sees the introduction of this scheme as conditional on the development of closer relationships between teachers colleges and universities as envisaged in the foregoing paragraphs.

1.34 Credit for work of a satisfactory standard could be accorded to students who either chose not to carry on or were found unsuited to the classroom despite successful in-college studies. The universities might give credit for this work so that such students would not necessarily feel that a year had been wasted.

1.35 It is also possible that some university students might be given the opportunity to take a course or courses available only in the teachers college. The Committee believes that such cross-crediting would be of value not only to the student but also to the university.

1.36 In summary then, the Committee sees an early positive resolution of the colleges' relationships with the

universities as of prime importance in determining the future role of teachers colleges. This resolution must be along lines which, while allowing for diversity, will lead to an increased recognition of the status of college courses and eventually of the teaching profession as a whole. The background of expertise which the colleges have built up gives them a firm foundation on which to build the kind of courses and to reach standards which, the Committee believes, will be found acceptable to the validating universities.

1.37 The Standing Committee is well aware that negotiations to reach the end it has in view will be neither simple nor capable of quick conclusion, but considers it urgent that the negotiations should be initiated.

2. The Continuing Education of Teachers

2.01 The wide-ranging needs of teachers for continuing education beyond the basic qualification stage have been set out in other reports by this Committee.(3)

2.02 Teachers colleges should be called upon to a much greater extent than previously to help to fulfil these needs. This should be the case particularly in those aspects of the continuing education of teachers involving substantial courses over longer periods of time, and especially where evaluation and credit for successful course completion are concerned. The Standing Committee recommends that teachers colleges be regarded as a principal agency for the continuing education of teachers in such cases.

2.03 College staffs are eager to undertake such work since it not only provides stimulus for advanced level work but also facilitates feedback on the effectiveness of pre-service work, strengthens links with teachers in the field, and ensures that lecturers' "ivory towers of theory" are regularly challenged by the down-to-earth views of the practitioner.

2.04 At the risk of seeming repetitive, we include here a list of those recommendations in the Standing Committee's report on the Continuing Education for Teachers(4) that relate to the role of teachers colleges:

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(3) See

(i) Aspects of Teacher Education, Standing Committee on Teacher Training, Advisory Council on Educational Planning, Wellington, 1972.

(ii) The Continuing Education of Teachers, Standing Committee on Teacher Training, Advisory Council on Educational Planning, Wellington, 1973.

(4) ibid., section 10

2.041 That additional professional education be provided for teachers during the first three years of teaching and that the teachers college programme be co-ordinated with this additional assistance.

2.042 That the present college diploma be re-designated diploma in teaching and that it be possible to gain credits from continuing education programmes whereby the diploma can be built on to become a bachelor of education or a higher diploma.

2.043 That the functions of the teachers colleges be extended to include a much wider involvement in the continuing education of teachers and that the colleges be provided with the necessary additional staff, facilities and resources to carry out this task effectively.

2.044 That the development of teachers colleges as teaching resource centres be encouraged, and that further such facilities be established elsewhere.

3. The Training of Pre-School Teachers

3.01 The Committee of Inquiry into Pre-School Education has considered this topic in detail in Part VI of their report.(5) The following quotations from this report indicate the main points which affect the colleges:

3.02 There can be little doubt about the importance of the teacher in pre-school education. Unless centres have teachers and supervisors with the qualities, attitudes, and understandings which are required as well as with the training which is necessary to provide a sound educational environment for pre-school children, improvements to sites, buildings, equipment, and administration will be of little avail.(6)

3.03 The Committee recommends that a three-year college course should be introduced as soon as the situation permits. Not only would this lead to better prepared teachers and to improved programmes in pre-school centres, but it would give further recognition to the importance and status of the pre-school teacher.(7)

3.04 The Committee believes that, as an initial step towards overcoming the weaknesses in the present system, pre-school students should be trained in special departments of primary teachers' colleges. This would reduce their isolation, provide a greater range of specialist staff, offer the students improved facilities, and make more effective use of buildings and equipment.(8)

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(5) Report of the Committee of Inquiry into Pre-School Education, Department of Education, Wellington, 1971.

(6) ibid.,p.88

(7) ibid.,p.91

(8) ibid.,p.92

3.05 The foregoing scheme requires that recruits to pre-school training should have entrance qualifications which are equivalent to the qualifications of those who are recruited to the primary teachers' course, and the Committee advocates that, by 1974, the minimum requirements should be the same for both groups.(9)

3.06 The Committee would like to see its recommendations on pre-school training implemented with the minimum of delay as it regards them as the initial steps in up-grading the qualifications of all those in the pre-school services. It realises that there may be difficulties in raising entrance qualifications and at the same time seeking an increased number of recruits to allow for a probationary year, but it urges that these recommendations be accorded priority.(10)

3.07 The Standing Committee endorses these recommendations and regards the inclusion of training for pre-school teachers within the teachers colleges as a logical and necessary step in the extension and up-grading of pre-school services.

(9) ibid., p.93

4. The Training of Teachers for Special Education

4.01 Provision already exists in the colleges for the training of teachers of the deaf and for speech therapy. There is still a need, however, for specialised training for those concerned with teaching children who are intellectually handicapped, severely physically handicapped, emotionally maladjusted, or educationally retarded. The Standing Committee believes that the teachers colleges should play an important part in this training.

4.02 Considerable in-service help and advice is available for teachers in the above areas but it has been suggested that two further avenues of teacher preparation be explored.

4.021 The first of these could consist of one, two or three-term courses for teachers already operating as special class teachers of the mentally retarded, cerebral palsied etc. Some form of endorsed Teachers College Diploma, and a credit towards a Diploma in Teaching, might be awarded at the end of such a course. Similar courses are offered to practising teachers by Institutes of Education in England.

4.022 The second type of course that might be offered could be designed to prepare general classroom practitioners for work in special education. They could be trained either after they have been selected by the Department of Education for appointment, or to provide a pool of teachers from whom appointments to specialist positions could be made. If both the above schemes were developed, they could be run in sequence.

4.03 The Committee considers that the classroom teacher should be made more aware of the problems of atypical children, and accepts the contention that basic courses in special education "....should be mandatory for all students. They should be designed to give students knowledge of the main atypicalities,

something of the peculiar learning difficulties of each, knowledge of the array of special services, and specific information on how to seek the help of specialists." (11)

4.04 The Standing Committee recommends that the training of teachers for special education be extended to provide for those aspects as yet without initial training courses.

(11) J.D. Panckhurst "Training Personnel in Special Education" in Issues in New Zealand Special Education. Havill, S.J. and Mitchell, D.R. (Ed.) Hodder & Stoughton in association with U.L.P. 1972, p.226.

5. Teachers in the Community

5.01 While it is customary to regard teaching as the concern of full-time employees of schools, colleges, institutes or universities, there are many others who are involved in some form of teaching.

5.02 Some teach within the schools on a part-time or itinerant basis. These include dental nurses, Health Department and Ministry of Transport personnel, police officers, Red Cross or St. John's Ambulance members, clergy as well as lay religious instructors and evening class tutors.

5.03 A second group consists of the private teachers and instructors in such subjects as music, speech, dancing, and sports, many of whom are engaged in teaching or coaching on a full-time basis.

5.04 Yet another area requiring teaching skills, much more extensive than is often realised, exists in a wide range of professional, business and industrial fields. Both initial and in-service courses are in constant demand. There are examples in the training of physiotherapists and nurses as instructors, conducting courses in marketing or personnel management, the training of foremen and trade instructors, conducting conversion courses such as are at present required for metrication, and many others.

5.05 Many social agencies also require some measure of teaching from those involved. The churches and youth organisations are obvious examples.

5.06 The contribution to education in its widest sense made by all these people is of real significance. A growing awareness of the need for lifelong education and for the provision of leisure time activities further emphasises the importance of these teachers in the community.

5.07 However, while most may be well versed in the content of their field of knowledge or skill, few have the opportunity to be trained in methods of teaching.

Their enthusiasm and expertise would be better utilised if appropriate courses were available to help them to teach more effectively.

5.08 It is clear from the many requests made to teachers colleges and technical institutes that such training is in demand. Most institutes are not geared for this work but by the very nature of their role the teachers colleges are well fitted to provide courses in teaching techniques.

5.09 Although priority must always be given to the training of teachers for and within the schools, the provision of courses for other teachers in the community would be a valid and valuable extension of the function of teachers colleges. Not only would this fulfil a community need but it would also bring the colleges, their staffs and students, into a closer relationship with a wide variety of people and organisations, thus alleviating the isolationism for which they are often criticised.

5.10 The Committee recommends that as resources become available, the teachers colleges be encouraged and assisted in endeavours to make increasing provision for the teaching needs of a wider range of members of the community.

6. Conclusion

6.01 The Standing Committee believes that the institutions at present engaged in tertiary education - teachers colleges, technical institutes and universities - despite some degree of overlap, have distinct areas of concern. The content and range of courses as well as methods of teaching vary according to the objectives of each and the people for whom they are provided. Although in some countries the lines between these differing institutions have become blurred or have even disappeared the Committee believes the best interests of the New Zealand community will be served by developing each to its fullest potential.

6.02 The Committee suggests that the developments outlined for teachers colleges in this paper are more than sufficient to justify the continued concern for teachers colleges for teaching and teachers for some time to come, and that to develop teachers colleges into colleges of higher education or liberal arts would tend to hinder them from catering adequately for the needs of teaching. The Standing Committee therefore sees the future role of teachers colleges as being first, to offer pre-service training which, if satisfactorily performed, will give credit for a degree, and second to undertake increasing responsibility for teacher education beyond the period of pre-service training, and for the benefit of people who will not all teach in schools, but will make a significant contribution to the education of New Zealanders.

Summary of Recommendations

The Standing Committee on Teacher Training recommend that:

7.01 all students preparing for teaching should have open to them the possibility of attaining graduate status;

7.02 successful completion of a teachers college course should be recognised by an undergraduate diploma capable of being upgraded to a full degree;

7.03 this upgrading be achieved through the addition of one full university year including one subject at Stage III level, or by an accumulation of credits acceptable as its equivalent;

7.04 alternative means of obtaining these credits should be available through part-time or extra-mural university work, correspondence courses, or substantial in-service courses taken in teachers colleges and other approved centres;

7.05 when arrangements are being made between teachers colleges and universities, the local situation continue to be an important influence;

7.06 in the event of any teachers college and university being unable to effect appropriate arrangements, a Council for National Academic Awards or an equivalent arrangement be instituted to perform a validating function for the diploma of any teachers college;

7.07 that the feasibility be investigated of a higher number of students being admitted to the first year of college courses with a limitation of numbers in the second year, and in this event first-year students receive allowances at the same level as university students and that they not be bonded;

7.08 teachers colleges be regarded as a main agency for the continuing education of teachers especially where substantial courses, evaluation, and credit for successful course completion are concerned;

7.09 recommendations 7.0 - 7.20 of the Committee of Enquiry into Pre-School Education be adopted;

7.10 extensions be made to the training provisions for teachers of special education to include those aspects as yet without initial training courses;

7.11 teachers colleges be encouraged and assisted to make increasing provision for the teaching needs of a wider range of members of the community, providing that priority shall be given to the training of teachers for the schools;

7.12 any expansion in the role of teachers colleges should in the first instance be in the realm of teaching and to satisfy the needs of teachers of all kinds.